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ABSTRACT

This document is one in a series of monographs aimed at providing a narrative summary of ideas and thoughts gathered from particular community segments represented in a series of mini-conferences held to discuss the concept of collaboration in career education. In this monograph, the career education activities of the American Legion and American Legion Auxiliary are discussed. First, an overview of these organizations is presented. Next, specific career education program activities suggested by the PACT ("Post Auxiliary Community Together in Education") booklet are described. Suggestions for infusing career education into on-going Legion/Legion Auxiliary programs, such as Boys State and Girls State, are also included. Finally, problems facing the American Legion/and American Legion Auxiliary in career educatior are discussed, along with the potential of these organizations for making positive contributions to career education. Appended are lists of mini-conference participants and of related issues and questions generated in the mini-conference. (The proceedings of each mini-conference are reported in detail in ERIC documents CE 020 110-111). (BM)

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MONOGRAPHS ON CAREER EDUCATION

AMERICAN LEGION/AMERICAN LEGION AUXILIARY AND CAREER EDUCATION

by

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Office of Education

July 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Preface

During the period covering November 1977, through May 1978, OE's Office of Career Education sponsored, through a contract with Inter-America Research Associates a series of mini-conferences devoted to the general topic of The Concept of Collaboration in Career Education. This monograph is one in a series of OCE monographs aimed at providing a narrative summary of ideas and thoughts gathered from particular community segments represented in this series of mini-conferences.

Participants in each mini-conference associated with a particular segment of the broader community were selected for OCE and Inter-America Research Associates by the organization itself. Lists of all participants whose thoughts are summarized in this monograph are presented as Appendix A of this monograph. It is important to recognize that, while participants are properly thought of as *representatives* from the particular community segment involved, they are, in no way, to be thought of as *representing* that community segment. That is, each participant was encouraged to speak only for herself/himself. No formal organizational or institutional commitment was sought nor should be inferred from the contents of this monograph.

In general, each mini-conference involved from ten to fifteen participants. Each lasted two days with the discussion sessions chaired by the Director, Office of Career Education, USOE. Participants in each mini-conference developed their own agenda through a process that asked them to list topics or issues they thought pertinent to discuss. Once such a list was developed, participants then picked those that appealed most to a majority of the participants for extended discussion. The list of issues and questions, themselves, provide a series of interesting insights into concerns of participants regarding their organizations and career education. A complete listing of the issues and concerns raised by participants in the mini-conference reported in this monograph appears as Appendix B. Readers are urged to study this list carefully.

Notes for each mini-conference were taken personally by the Director, Office of Career Education. Based on such notes, the series of monographs of which this is one has been prepared. The complete notes for each mini-conference have been compiled by Inter-America Research Associates and published as a separate document. Limited copies of this document are available, so long as the supply lasts, to those requesting them from OE's Office of Career Education.

No pretense is made that this monograph represents a comprehensive treatment of the topic. There is no way that, in only two days of discussion, a comprehensive coverage could have been accomplished by the small group of participants involved. This monograph is properly viewed as an attempt to report, as fully as possible, the discussions that took place. By and large, the contents of this monograph are limited to ideas and thoughts of the participants. At times, some of my own personal thoughts and opinions are interwoven into the discussion, but the natural temptation to do so has been resisted insofar as possible.

Primary expressions of thanks for this monograph must go to the participants themselves who donated two full days of their time, without an honorarium, to sharing their thoughts with me and, through this monograph, with you. In addition, special thanks and recognition must be expressed to Dr. William Mermis, Professor, Southern Illinois University-Edwardsville, who served as Consultant to Inter-America Research Associates and assisted me in the conduct of these mini-conferences. Finally, thanks are also due Dr. Brady Fletcher and Ms. Odie Esparza of Inter-America Research Associates for their expert logistical assistance.

Kenneth B. Hoyt, Director
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Introduction

The American Legion and the American Legion Auxiliary both have a long standing interest in and commitment to improvement of American Education. Each represents a potentially powerful force for encouraging and implementing career education at the local community level. While operating primarily as separate organizations, they have joined forces in creating a single National Committee On Education with membership on that committee from both organizations. It is because of their joint efforts on behalf of American Education that activities and recommendations of both organizations are summarized here in a single monograph. With approximately two million members of the American Legion operating in more than 16,000 local Legion Posts and approximately one million members of the American Legion Auxiliary operating in about 14,000 Auxiliary units as local chapters, there are very few communities in the Nation where the influence of these two powerful organizations is not felt.

Interest of these two organizations in American youth in general and in American Education in particular has a long and distinguished history of successful accomplishment. Beginning with establishment of American Education Week in 1921, these organizations immediately launched a war against illiteracy in America. During the late 1920's and 1930's, a special emphasis was placed on emphasizing citizenship education in the Nation's schools. A landmark accomplishment was recorded when their efforts to establish the G.I. Bill came to fruition in 1945. In more recent years, the "Need A Lift?" program informing youth of postsecondary educational opportunities available to them is one obvious example of services rendered American youth and educators. Sponsorship of activities such as American Legion Baseball, Boy's State, and Girl's State represent other widely recognized examples of the interests of these organizations in American youth.

The joint National Committee on Education represents both the National Americanism Commission and the Department Education Committee of both organizations. Operating through, and beyond, the myriad of specific programs sponsored by these two organizations, the National Committee on Education, in 1977, established four specific objectives: (1) Citizenship Education; (2) "Need A Lift?"; Financial Aids and Scholarships; (3) Career Education; and (4) School Support and Community Involvement. With "career education," then, representing one of only four major specific objectives, it is obvious that these two organizations, in terms of national policy, stand ready to work with educators interested in implementing career education. As with other national

commitments, translation into effective practices at the local community level is neither easy nor automatic. Hopefully, this monograph may assist educators in their efforts to work more closely with local units of both the American Legion and the American Legion Auxiliary in translating this national commitment to local applications.

Understanding the American Legion/American Legion Auxiliary Structure

Those educators interested in utilizing the American Legion/American Legion Auxiliary as resources for career education must understand some basic facts regarding its structure and the ways in which decisions to participate in career education and/or other educational ventures are made. Only a bare outline of basic facts are presented here.

At the National level, both organizations have Department Education Committees and a National Americanism Commission as part of their organizational structure. It is these structures which, at the National level, have come together to form the National Committee on Education. This is the only joint committee operating with official members from both of these organizations. This concept of having both of these national organizations join together in the area of Education is also reflected at the local level where, in each community, there is supposed to be a "Coordinated Education Committee" with membership from the local units' Americanism Committee, Children and Youth Committee, and other committees coming together as members. This "Coordinated Education Committee" is responsible, at the local community level, for encouraging and fostering various kinds of educational efforts–including career education–operated either by the local American Legion Post or the American Legion Auxiliary Post.

At the State level, there exists a State Commander for the American Legion and a State President for the American Legion Auxiliary. While, at this level, one finds both an Americanism Commission and a Department Education Committee operating, there is not a counterpart to the National Committee on Education operating at the State level. The Chairperson of the Department Education Committee, typically appointed by the State Commander/President, is responsible for encouraging local units to carry out the Education mission. District counterparts also exist. The extent to which such State and District leaders are interested in and knowlegeable about career education can obviously make a difference. It would be well for the State Coordinator of Career Education in each State to make contact with both of these State Chairpersons and urge them to become active in career education.

To understand how career education can best fit into the workings of these two important organizations, it is first essential to keep in mind that both are clearly committed to increased involvement in the Education of American youth at all levels of Education. This is the general *goal.* To achieve this general goal, there are four *general objectives* including: (1) local control and direction of schools; (2) educational opportunity for all Americans; (3) G.I. Education for eligible veterans and the Junior G.I. Bill for survivors or dependents; and (4) support for local, State, and National legislation advancing the general cause of Education in America. Each of these four general objectives have possible implications for career education. In addition, as noted earlier, there are four *specific objectives*, of which "career education" is one.

It is important to recognize that each of the general and specific objectives can lead to programmatic activities in Education. For our purposes, this means that, at the local level, there could well be a specific career education program conducted under the auspices of the local "Coordinated Education Committee." It is equally important to recognize that both the general and the specific objectives can be attained, in part, through infusion into the regular youth Americanism Programs for Youth including: (a) Boy's State; (b) Oratorical contests; (c) American Education Week; (d) Girl's State; (e) National President's Scholarship Program; and (f) Baseball.

Thus, it is possible, at the local level, to involve both organizations in direct career education programmatic activities and to encourage the infusion of career education concepts and practices into regular existing Americanism activities. We turn now to suggestions of seminar participants, several of whom serve as members of the National Committee on Education, with respect to how both of these vehicles for involvement in career education can be utilized.

Specific Career Education Program Activities: Suggestions of Participants

Both the general and the specific objectives of the National Committee on Education are stated, along with suggestions for implementation, in a document published by the American Legion entitled POST AUXILIARY COMMUNITY TOGETHER IN EDUCATION. This 1977 publication is referred to by American Legion/American Legion Auxiliary personnel as the PACT booklet. A small four page brochure outlining the contents of this larger publication entitled "Post Auxiliary Community Together Has 'IM-PACT' In Education" has also been published. The PACT booklet has now been mailed to all State and District leaders of the two organizations. In addition, the four page brochure has been mailed to all local units. Prior to seeking the funds required for distribution of the PACT booklet to all local units, the Committee plans to hold a training conference, in September 1978, to prepare State and

District leaders in how to use this booklet. Once again, it can be seen that moving from a National plan to local action applications is a slow process.

The PACT booklet outlines two specific career education program suggestions for those at the local level. First, it is recommended that the free film entitled "Getting It Together" produced and distributed by the American Telephone and Telegraph Company be obtained on loan and shown at a local meeting. This film is recommended for two reasons: (a) it is considered, by the Committee, to present an excellent overview of career education that will increase understanding of members; and (b) it is considered especially valuable in its emphasis on various kinds of community organizations joining forces with the Education system to implement career education. It is obvious that the Committee is urging local units to work collaboratively with other organizations as well as with the local school system.

Second, the PACT booklet contains a series of suggestions for establishing and operating a Community Resource File to be made available for use by educators seeking resource persons from the business/labor/industry community in the classroom and/or sites for field trips. These suggestions include providing inservice training both for community volunteers included in this File and for educators who wish to use the file. It also suggests that, at the local level, the American Legion/American Legion Auxiliary sponsor an annual awards and appreciation night to recognize outstanding contributions of community resource persons participating in this activity.

The PACT booklet suggests that, at the local level, a Career Assistance Program Committee (CAP Committee) be established and charged with responsibility for putting these two major kinds of career education program activities into action. Readers of this monograph are encouraged to check with their local units of the American Legion and American Legion Auxiliary to see if a CAP Committee has been established. Encouragement from local educators may well serve to speed up this process.

If a CAP Committee is established at the local level through actions of the Coordinated Education Committee of the two organizations, seminar participants had a number of suggestions of specific career education projects that could be carried out by such a Committee. Their suggestions are summarized here:

1. *Establish a "miniproposal" procedure providing up to $50 for teachers who want to undertake special projects to infuse career education concepts into the teaching/learning process.* Such proposals could be invited to be submitted along with recommendations from the building principal and/or the local school district coordinator of career education. A special sub-committee

composed of members of the American Legion or American Legion Auxiliary who are current or former teachers could be formed to evaluate such proposals and award the grants.

2. *Sponsor and conduct, in cooperation with educators, a Career Fair.* In those communities already having such Career Fairs, this suggestion could be modified to include only the active sponsorship of a booth. Where sponsored by the CAP Committee, require that a parent accompany the youth as his/her "admission ticket" thus encouraging parental involvement.

3. *Produce and distribute, in cooperation with local educators, a special custom-made brochure describing how community collaboration in career education can be carried out.* Members of these two organizations are also members of other community organizations such as Rotary International, the Chamber of Commerce, the Business and Professional Women's Clubs, etc. A commitment to career education on the part of a local American Legion Post or American Legion Auxiliary Chapter may well help in gaining similar commitments from other community organizations. This was seen, by participants, as a very useful way of beginning to build a Community Resource File as recommended in the PACT booklet.

4. *Make videotapes of careers of members and donate them to the school system.* Membership in the American Legion and American Legion Auxiliary cover the entire spectrum of occupations. If school systems could provide videotape equipment and specific directions, a local CAP Committee could very well encourage members to make videotapes of themselves at work in a wide variety of kinds of occupations. The local school district could well determine the kind of format to be used and the content to be covered. Such videotapes could, at the end, simply indicate that they have been donated to the school system by the local unit of the American Legion/American Legion Auxiliary. They might each conclude with a "stand up for America" message.

5. *Invite high school youth to speak at local meetings of the American Legion/American Legion Auxiliary about their career plans and problems.* Such an activity will provide good motivation for local units to participate in career education. In addition, it will be potentially helpful to those youth who are asked to participate.

6. *Construct a "Career Education Message For Parents" program and seek to get it aired over public broadcasting radio and television.* Public broadcasting is looking for programs such as these and local units of these two organizations have effective means of gaining acceptance of programs they have produced. Such a program should be done, of course, in consultation and with the assistance of local educators involved in career education. By carrying the

by-line of the local American Legion/American Legion Auxiliary, it may get more attention than would be the case if sponsored by the school system alone.

7. *Seek to elect school board members who are supporters of career education.* Seminar participants emphasized, at the local level, that part of their efforts to improve Education are political in nature. It is common to have school board candidates appear before the local units of the American Legion and American Legion Auxiliary sometime before election. An active CAP Committee could direct questions on career education to such candidates and make recommendations to their membership based on responses received.

To engage in activities such as these demands, of course, a real commitment to career education must be made on the part of the local organizational leadership. While such leadership cannot be expected to be found in all–or even most–communities in which local units of the American Legion and American Legion Auxiliary are currently located, one outstanding example can be seen in the American Legion's Glendale Post 29, Glendale, Arizona. There, in a special career education brochure produced by members of that Post, the following specific suggestions are made to members for participation in the school district's career education effort:

1. Serve as a resource speaker in the classroom telling about your own occupation.

2. Participate in "career days"–share your time and expertise with youth.

3. Provide "hands-on" experience–through on-site visitations to your place of business.

4. Teach a "mini-course" in the school–help youth explore the World of Work by sharing your knowledge and experience with them.

5. Provide donations of tools and equipment that will help youth learn more about your occupation.

6. Sponsor "work exposure" experiences–both students and teachers need to become better acquainted with you place in the World of Work.

7. Serve on an advisory committee to your school or regional career education project.

8. Assist the school career resource center by volunteering to help in career exploration and career awareness activities.

9. Provide contract work for special education or handicapped students. Real work in the real world is a meaningful experience for such youth.

10 Organize a resource file in your organization—let your schools know you are interested and ready to help.

11. Provide an internship for a young person who is interested in your occupational area. Arrange for him/her to spend time with you on the job to know what it is really all about.

12. Participate in business-industry-education fairs.

13. Assist your cooperative education teachers—by providing job—training stations for young people in your business.

14. Share current labor/management information and employment trends with your school system. You are the one who really knows.

By publishing this booklet and following through on each suggestion it contains, Glendale Post 29 of the American Legion stands as an outstanding example of specific programmatic career education activities, in which, members of the American Legion and the American Legion Auxiliary could undertake.

Infusing Career Education Into On-going Legion/Legion Auxiliary Programs

Both the American Legion and the American Legion Auxiliary have sponsored various kinds of National programs—including local variations of such programs—for many years. Participants in this seminar had several suggestions regarding ways in which a career education emphasis could readily be infused into such programs.

Boys State and Girls State. These programs are similar in nature. Both are open to outstanding high school juniors selected annually by school officials and Legion representatives. Activities include legislative sessions, court trials, assemblies, band, choir, and other kinds of activities. Each year, a number of special topics, such as a discussion of law enforcement agencies, are included in the program. The entire effort is oriented around the goals of Americanism. Seminar participants felt that both Boys State and Girls State could be slightly

altered in two ways that would allow infusion of a career education emphasis: (a) a discussion of careers and career planning could be made a part of the "curriculum" for both Boys State and for Girls State: and (b) the legislative sessions conducted could have, as one assignment, drawing up, debating, and voting on a model State career education bill. That bill, along with others enacted in these mock legislative sessions, could later be transmitted by Boys State and Girls State participants to the Governor and State legislature.

Oratorical Contests. Each year, there is a National High School Oratorical Contest. Its basic purpose is to develop, in youth, a keener knowledge and appreciation of the various parts of the Constitution of the United States. It aims to help youth prepare for acceptance of the duties and responsibilities as well as the rights and privileges of American citizenship. Participants felt that, at least at the local level, it would be both appropriate and desirable to sponsor oratorical contests that included, as part of citizenship responsibilities, those associated with one's role as a productive worker in society. This could very easily become a special part of a more general set of oratorical contests sponsored by a local American Legion Post or American Legion Auxiliary Chapter.

Teacher Awards. Each year, many local units provide awards to outstanding teachers. It would be easy to design a set of special awards for those teachers who have best utilized the American Legion/American Legion Auxiliary as resources for infusing career education into the teaching/learning process. These teacher awards often include paying expenses of selected teachers to attend National professional education association meetings of various kinds. Some such teachers could be selected based on contributions they have made to implementing career education in the classroom.

FREEDOMS FOUNDATION. Each year, the American Legion Auxiliary sponsors a number of social studies teachers to the annual seminars conducted by the FREEDOMS FOUNDATION in Valley Forge, Pennsylvania. There, these teachers are given systematic instruction in both the free enterprise system and in basic economic education and encouraged to incorporate such understandings into their teaching the following year. Several seminar participants felt it would be a natural thing to include a more generalized discussion of career education into these seminars. This seems especially appropriate in view of the fact that career education serves as a vehicle for infusing such understandings into the classroom.

GUIDE FOR STUDENTS AND PARENTS. This is a publication widely distributed by members of the American Legion Auxiliary. Its primary contents are oriented around a discussion of what youth should keep in mind as they prepare themselves to accept their roles as adult citizens. There

currently exists, in this publication, a small section on "careers." It would not be difficult to revise and expand this section so as to give a greater "careers" emphasis to the entire publication.

Scholarship Programs. The National President's Scholarship Program is sponsored annually by the American Legion Auxiliary. In addition, many local units of both the American Legion and American Legion Auxiliary sponsor youth scholarships over and beyond this National program effort. Several participants felt that it would be appropriate to consider career plans of youth in the awarding of such scholarships–especially those given at the local level. By doing so, they felt they could better encourage youth contemplating attendance at postsecondary vocational/technical education settings as well as those in four year colleges and universities. Moreover, this emphasis would allow the value of looking at college attendance as preparation for work to be clearly included as one reason for choosing to attend college.

Sons of the American Legion. This organization, open to sons or Grandsons of persons eligible for Legion membership, is currently composed of roughly 35,000 youth, most of whom are between 15-21 years old. Sponsored by local American Legion Posts, such youth engage in a wide variety of community activities. Participants saw opportunities for infusing a career education emphasis into these operations in two ways: (a) by inviting participating youth to speak to local Post meetings regarding their career plans and aspirations; and (b) by inserting a career exploration emphasis into the planned community volunteer efforts associated with this program.

Junior Auxiliary. Sponsored by the American Legion Auxiliary, this program currently enrolls over 100,000 girls who are daughters, granddaughters, or sisters of Legion members. Age limits extend from birth up to Age 18. Like the Sons of the American Legion, participants engage in a wide variety of kinds of community service activities. They, too, could easily be given a career education emphasis especially in terms of reducing sex stereotyping as deterrents to full freedom of career and educational choice.

Boy Scouts and Girl Scouts. There are currently more Boy Scout trops–about 2,000–sponsored by local American Legion Posts than are sponsored by any other single national organization. Similarly, the American Legion Auxiliary sponsors a very large number of Girl Scout troops. The Boy Scouts are currently emphasizing career awareness and career exploration as part of their efforts. The Girl Scouts have a very active program aimed at reducing sex stereotyping in career decisionmaking. At the local level, those Legion Posts and Legion Auxiliary Chapters sponsoring such Boy Scout and Girl Scout troops could make valuable contributions as resource persons for increasing this career emphasis.

American Education Week. American Education Week was founded in 1921 by the American Legion. The American Legion and American Legion Auxiliary continue to be two of the co-sponsors of this annual event. Local Posts and Chapters have a rich background of experience and expertise in promoting and participating in this very important activity. This background could easily be used, at the local level, to sponsor a "Career Education Week" at some other time of the year emphasizing career education as a total community-wide collaborative effort. Sponsorship of such a special week could help further efforts of these two organizations to both improve the quality of public education and to seek broader community involvement in the public school system.

Problems Facing The American Legion/American Legion Auxiliary In Career Education

Participants in this seminar were universally enthusiastic about encouraging a strong career education effort on the part of both the American Legion and the American Legion Auxiliary. Most were members of the joint National Committee On Education and had considerable knowledge regarding career education as well as other parts of American Education. At the same time, they were cautious in their feelings regarding exactly how much educators, at the local level, could expect from their local American Legion Posts and American Legion Auxiliary units. Educators reading this monograph should be aware of the practical limitations voiced by these seminar participants.

First, important as American Education is to these organizations, it must be recognized that both exist primarily to serve the interests of their own members. The financial resources and energies available at the National level must be devoted primarily toward this end.

Second, the primary interest of these organizations, in terms of the content of public education, lies at promoting good citizenship and pride in America. One's role as worker is only a part of one's role as a good citizen. It would be unrealistic to expect that the primary interest of these two organizations in Education would ever be devoted toward career education alone. A career education emphasis, if it is to exist at all, must exist as part of a larger and much broader concern.

Third, while career education *does* now exist as a priority of these two organizations, it is not, realistically speaking, a *high* priority. This can be easily illustrated by noting that the PACT booklet, referred to earlier, has still not been printed in sufficient quantity so as to make it available to all local units. The proposed career education training conference for State and District

leaders, scheduled for September 1978, may or may not produce a high degree of enthusiasm for career education among those in attendance.

Fourth, and most serious, there is a communications problem existing in terms of getting information and/or ideas from the National to the State to the District and, finally, to the local level. Both State and District Commanders of the American Legion and State and District Presidents of the American Legion Auxiliary spend considerable time visiting and communicating with heads of their local units. Such State and District leaders are, thus, key persons in terms of local actions. Most of these leadership personnel have not yet been seriously exposed to the career education concept. So long as this situation exists, it is unlikely that, at the local level, educators are apt to find units of these two organizations prepared with a set of action ideas for participating in career education. Seminar participants seemed convinced that, if the career education "message" could be given to such State and District leaders, they would be enthusiastic about it. This has not yet happened as these words are being written.

Potential of the American Legion and American Legion Auxiliary In Career Education

In spite of the cautions voiced above, seminar participants were optimistic regarding the potential of these two organizations for making positive contributions to career education. Their rationale for this optimism deserves explanation.

First, they were convinced that the basic emphasis given by career education to the importance of education as preparation for work will be appealing to their members. These organizations are committed to making and keeping America strong. Both words–"education" and "work"–have been bedrock elements contributing to the strength of America. To strengthen the emphasis given both in American society is directly in line with the goals of these two organizations.

Second, participants were equally enthusiastic about career education's emphasis on greater community involvement in the American Education system. This has been a long standing goal of these two organizations and career education appeared to these participants as a logical vehicle for use in attaining this goal. Further, because members of these two organizations include persons who are also members of many other community organizations involved in the career education effort, they felt strongly that their organizations hold high potential for making the community collaboration aspects of career education become a reality.

Third, participants felt that the membership of their organizations is ideally suited for use in community career education efforts. Members of the American Legion come from all walks of life and represent that entire business/labor/industry community. When meeting as Legionnaires, they share common interests and concerns whether they come from the ranks of organized labor or those of industrial management. They saw the American Legion as a way of pulling these elements together in the interests of career education. Similarly, the American Legion Auxiliary, in addition to having many members who are active participants in the occupational society, also have many many members who are full-time homemakers. The American Legion Auxiliary participants saw themselves as having especially high potential for involving the home/family structure in career education. It seems reasonable to believe they could do so.

Fourth, participants saw career education as an effort that will utilize the talents and backgrounds of many members of their organizations in direct interaction with educators and with education systems. They voiced a concern that too small a percentage of their membership has, in the past, found effective ways of participating actively within the education system. Career education represents a way through which many more can do so.

Fifth, participants pointed to the fact that many members of their organizations are professional educators. As such, they can and do serve as an effective bridge in explaining Education to other members and in explaining these two organizations to their colleagues in professional Education. In almost any local unit, there are some members who, as professional educators, are well qualified to study career education and to discuss implications of this concept with their fellow members. Further, participants felt that members of these two organizations now working as professional educators are more likely to be career education enthusiasts than some of their other colleagues in Education. They saw career education as a natural way of tying together the interests of such persons in both Education and in these two organizations.

Participants were especially enthusiastic about the fact that a good deal of local autonomy exists at the local unit level in these two organizations. A great deal of the financial resources available to local units is raised within the community by its members and can be used for those activities they decide are most needed in their local communities. If, for example, they want to sponsor Bingo games and use a percentage of the income generated from this activity for teacher career education "mini-grants," they are perfectly free to do so. While local units are influenced by their District, State, and National leaders, they are not limited in their activities to those proposed to them by such leaders.

Finally, participants pointed to the fact that local units of the American Legion and American Legion Auxiliary exist in almost every community of the Nation as part of the positive potential these two organizations hold for implementing career education. In their opinion, the strength of community influence on the part of these two organizations is especially great in smaller communities throughout the Nation. Even a community too small to have a local Chamber of Commerce or a Rotary Club is apt to have an American Legion Post and an American Legion Auxiliary Chapter. Without downplaying the potential of these two organizations for community career education activities in urban settings, these participants felt potential was especially great in rural and small town America. In such settings, these organizations may well be the primary ones that school systems can use in getting the community more involved in career education.

Concluding Remarks

The interest in and commitment to American Education expressed by the American Legion and the American Legion Auxiliary over the years is clear. The American Legion itself has, over the last 60 years, expended more than 350 million dollars on its Children and Youth Program. During 1977 alone, the American Legion spent approximately 11 million dollars on this program and the American Legion Auxiliary spent approximately 3 million dollars on their Children and Youth Program. This represents substantially more money than, for example, the 10.135 million dollars available to OE's Office of Career Education during the 1977 Fiscal Year. The record of these two organizations speaks for itself.

Personally, I find myself in high agreement with the positive thoughts expressed by these seminar participants in the preceding section. I am convinced that both of these organizations could become very effective and helpful forces in the implementation of career education. Similarly, I am convinced that the career education effort represents a great opportunity for these two organizations to increase their interactions with educators and their active participation in improving the quality of American Education. I see nothing inconsistent—and a very great deal of consistency—between the goals of career education and the goals of these two organizations with respect to American Education.

The extent to which the potential of these two organizations will be converted into effective actions will be heavily dependent on what happens at the local community level. Those school systems who do not now seek to endorse or implement a career education effort will, in all probability, be little influenced by actions taken by these two organizations. Similarly, local units of these two organizations—no matter what their National, State, or District

leadership says–are, in no way, obligated to participate in a community-wide career education effort. Evidence already exists–and Glendale, Arizona is probably the most outstanding single example–that these two organizations can and will become effective partners in career education. It is not a question of capability. Rather, it is a question of developing mutual interest and respect for each other on the part of the Education system and these two important organizations. Career education can, and hopefully will, serve as a vehicle for strengthening what is already a set of meaningful ways in which we can all work together.

APPENDIX A

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APPENDIX B

1. How can we influence parents in career education?
2. How to influence teacher education institutions to change toward providing a greater emphasis on education as preparation for work.
3. How could the American Legion/Legion Auxiliary get involved in career education which school systems where the school itself has done nothing?
4. Is career education putting an extra load on teachers?
5. Does career education belong in the elementary school?
6. What's the difference between "collaboration" and "cooperation?"
7. How do you get communications with State departments of education when they won't answer letters sent to the State coordinator of career education?
8. How to get elementary teachers involved in career education.
9. How to stimulate a resurgence of interest in volunteerism in the nation.
10. How can we get money for career education?
11. Should career education begin at the pre-elementary school level?
12. How can career education avoid taking funds away from other educational activities?
13. How should, or could, The American Legion/Legion Auxiliary get involved in community career education advisory councils?
14. What can a local American Legion/Legion Auxiliary Post do to get started on a career education effort?
15. How to get better career education for handicapped persons.
16. How to get career education for *all* of the children of *all* of the people.
17. How to get the general public involved in career education.
18. How can career education be used as a vehicle to further strengthen The American Legion/Legion Auxiliary?
19. How can The American Legion/Legion Auxiliary influence total community collaboration in career education?
20. Shouldn't homework fit into career education?
21. Could an award system be initiated that would give credit to schools doing the best job in career education?
22. How can The American Legion/Legion Auxiliary best promote community career education efforts?
23. How can The American Legion/Legion Auxiliary become a "third force" to make career education "happen" for individual students?

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